

## DRAFT RECOMMENDATION FOUR

Elsie Rodriguez Paz, Providence

Instructions: Use the [Information Sheet](#) describing the required design elements needed for each recommendation to draft your ideas on how the State of Washington can support having more qualified medical interpreters.

1.	<p><b>Testing entities</b></p> <ul style="list-style-type: none"> <li>• Must have expertise and sustainable resources to develop and update tests.</li> <li>• Must have the necessary technology to deliver online tests.</li> <li>• Must have the resources to maintain and update the technology routinely.</li> <li>• Must have processes that align with national and industry standards of medical interpreter testing.</li> </ul>
	CCHI, NBCMI
2.	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• 24/7 access to registration/scheduling.</li> <li>• Virtual testing, or easily accessible test centers.</li> <li>• Virtual proctors / ID verification available (e.g., through ProctorU service)</li> <li>• Quick written test score reporting turn-around (immediate or within 48 hours for written tests).</li> <li>• Reasonable cost to candidates based on industry standards.</li> </ul>
	Considering outsourcing to established, recognized tests vs new ULS test that is not validated.
3.a.	<p><b>Prerequisites and screening</b></p> <ul style="list-style-type: none"> <li>• Proof of bilingual and multi-lingual proficiency: Passing score of a formal test, school diplomas of education conducted in the target language, experience living in the target language-speaking country, and documented work experience.</li> <li>• Training in interpreting skills.</li> </ul>
	Age 18, High School diploma, Minimum training to include education on interpreter modalities, code of professional ethics/conduct.
3.b.	<p><b>Test content</b></p> <ul style="list-style-type: none"> <li>• Proficiency in English and target languages.</li> <li>• Domain knowledge: Healthcare system, medical terminology, and procedures</li> <li>• Medical interpreter ethics.</li> <li>• Interpreting skills (e.g., sight translation, consecutive interpretation, and memory retention).</li> </ul>
	Medical terminology, proficiency in consecutive, simultaneous and sight translation.
3.c.	<p><b>Test quality</b></p> <ul style="list-style-type: none"> <li>• Tests must meet national standards and federal requirements.</li> <li>• Tests must be valid and reliable.</li> <li>• Testing entities must provide reports demonstrating test validity and reliability</li> </ul>
	Akin to the national tests.
4.	<p><b>Resources to support clients and healthcare providers</b></p> <ul style="list-style-type: none"> <li>• A platform accessible by healthcare providers to look for interpreters.</li> <li>• Approved continuing education (CE) courses.</li> <li>• Certification distribution and revocation systems.</li> <li>• Customer complaint resolution process.</li> <li>• Other customer services.</li> </ul>
	Tap into talent at community colleges in communities with high concentration of LEP populations.